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ABSTRACT

This handbook contains eight classroom activities designed to increase global awareness of students. For example, one activity about increasing global interdependence involves an analysis by students of their community to determine the extent to which it is related to the activities of foreign people and foreign-made products. Objectives and procedures are given for each activity. Charts, discussion topics, and masters for student handouts accompany some of the activities. Also included in the description of some of the activities are sources--materials, films, and books--related to the topic for the teacher's reference. The activities are versatile and can be used at any grade level. The handbook concludes with ideas for teacher-developed activities. (Author/ND)

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Global Perspectives Handbook

by

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(Experimental Edition -- Not for Distribution)

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INTRODUCTION

This handbook provides classroom activities designed to increase global awareness in your students. It is also a source book for materials, films and books that can enhance your understanding of global interdependence.

Interdependence means simply mutual dependence--parts of a whole depending on each other. That simple definition describes one of the basic and important features of the world we live in. When we talk about the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves caught in huge global webs, although awareness usually comes only when some sudden jolt in one of the strands--like the Energy Crises --reverberates through all the others.

The classroom activities presented are designed to create student awareness of global interdependence. The simple act of counting the number of foreign-made cars in the student parking lot will, for many students, be the first time they have really thought about the importance of international transactions in their everyday life. What, for example, happens to whom with the purchase of a VW or Datsun? What are the

effects economically, both in terms of international balance of payments and in terms of human beings, their lives, wages, living conditions? The activities presented range from a local look at interdependence and its implications to the problems that confront the world, e.g., population growth as it relates to the food problem.

The first activity asks the students to examine interactions existing between the United States and other nations, and themselves. Through the use of newspaper articles, the students are asked, in an open-ended class discussion, to hypothesize about the effect events have on the United States, other nations, their community, and themselves.

The use of cause and effect models demonstrates the multiple effect seemingly remote decisions have on the individual and his/her community. By combining a series of these cause and effect models, the students will begin to understand our global interdependence.

The next activity asks the student to analyze his/her own community and the extent to which it is related to the activities of foreign peoples and foreign-made products. Student gathered data will be used to graphically depict his/her community and its interdependence with our global society. The results of this data will not only show how much we are dependent upon global products, but how much global interaction

takes place in our own community.

The activity can be expanded to an in-depth research of the community. Such an undertaking can involve people both inside and outside the school. Several classes could undertake this project and learn a great deal about the global interdependence of their community, while providing a service by making their findings available to the community at large.

The third activity presented has a twofold purpose. First it requires students to define global interdependence through an audio and/or visual expression. This can be a collection of songs and/or poems; a slide tape; an audio tape; a videotape; or a painting. Whatever the form, students would then use their expression of global interdependence to try to teach this concept to others.

The fourth activity is based on Isaac Asimov's "What If?". This story, written over twenty years ago, explores what would have happened if a slight change in circumstances had prevented two people from meeting at a particular moment in time. The activity presents a series of "What If" situations for class or small group discussion. The situations include problems that face the world today, and problems that are future oriented.

The fifth and sixth activities can be used together, or

may be used separately. Activity five requires students to systematically inquire into the population problem facing the world. Data is provided to help students analyze and better understand the complexity and the implications of global interdependence. The activity encourages them to discuss the population problem in terms of the data provided, but allows them to hypothesize about the causal effect on other aspects of global problems, i.e., food shortages.

The sixth activity is a role play. The focus is an equitable distribution of food throughout the world. The class is divided into six groups, each of which representa a country which is sending two delegates to the Food Conference. The purpose of the conference is to adopt a statement on the worldwide, equitable distribution of food.

Research into the likely position of their country on this question precedes the role play. A position on the question is prepared by each country and is exchanged with the other nations. The actual role play begins with the sending of two delegates from each country to the conference. Those students who are not delegates become sources of information for their delegates as the conference proceeds. To be accepted as policy, a statement on the equitable distribution of food must have unanimous approval of the delegates and their countrymen/women.

Activity seven suggests a method to deal with statistics in the classroom. The often difficult task of making percentages or numerical representations "real" for students is demonstrated using the statistical fact that it takes seven pounds of grain to produce one pound of beef.

Activity eight requires the students to rank order, according to their value preferences, answers to specific questions. Rank orders serve several purposes. First, they may be used as lead-ins to create interest and generate discussion. They might be used at the midpoint of a unit or activity as a summary, or to stimulate the lesson. Third, they might be used as a concluding activity. Finally, rank orders demonstrate to students that many issues require more thoughtful consideration than is often given.

In addition to the activities, the handbook contains a listing of other topics for awareness of global interdependence that the teacher can develop. You will also find a list of commercially produced materials for global interdependence and awareness. A list of films and books that will enlighten both student and teacher is also included for your convenience.

The handbook is not a course on global interdependence. It provides some initial activities designed to make more apparent our increasing global interdependence. We hope that

this handbook might spark others to develop further activities and share them with the Mid-America Center. They then can be shared with others as we learn more about global interdependence.

ACTIVITY 1

Objectives:

1. Students will develop an awareness of several ways in which interdependence exists between world nations.

2. Students will analyze newspaper clippings, headlines, or television programs for insight into and examples of global interdependence.

3. Students will hypothesize about how global interdependence affects their daily lives.

Procedure:

Students bring in newspaper clippings, headlines, or reports on specific television programs related to some global issue. Some sample subject areas might be: trade agreements; military arms agreements (both the sale and limitation of); poverty; hunger; the emergency shipment of food and materials; various diplomatic negotiations; or, the energy crisis.

Divide the class into groups of five to eight students. Each group should discuss the same issue. (Articles or headlines should be passed around the group.) The emphasis of these discussions might include:

1. How these events affect other countries; the U.S.; the students' community.

2. Is the action taken in the situation of benefit to only one of the nations involved? To all the nations involved? To the entire population of the nations involved? To all nations? Explain each of the answers given.

3. The purpose, nature, and effectiveness or success of some action taken by one of the nations involved in the issue.

4. Is the action taken good, right, moral, just, etc.?

A general class discussion could further pursue the topic under consideration. The discussion should be guided so that students become aware of how actions taken by the United States or other world nations affect them directly or indirectly. Students should be encouraged to present their views and support or defend them when necessary. They might hypothesize on how such decisions affect them and their community in terms of jobs, food prices, resource availability, inflation, or any terms with which they can identify personally. During this open-ended discussion, student attention should be directed to the relationships that develop out of seemingly simple agreements.

NOTE:

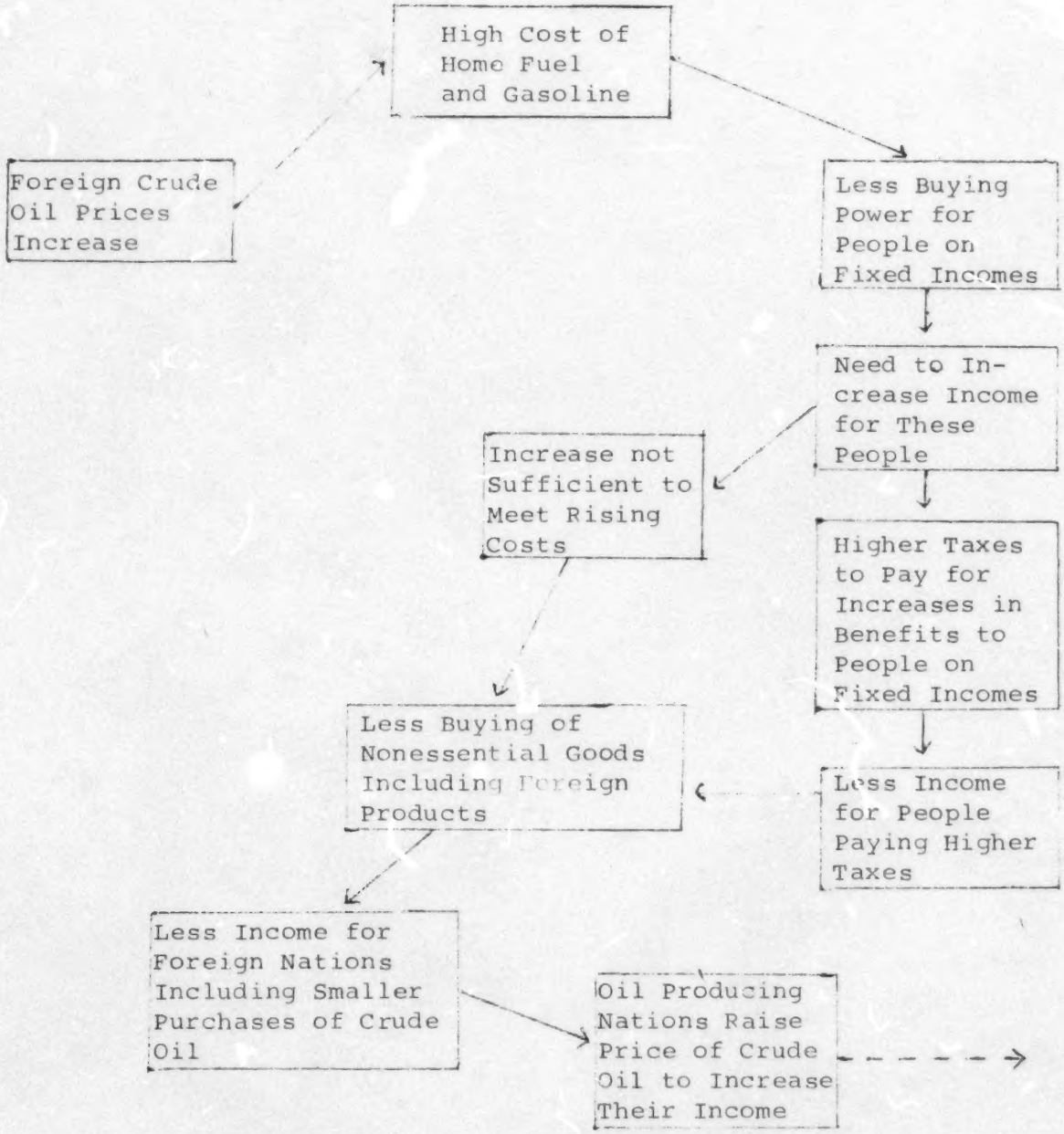
1. Use a world map to pinpoint areas affected, or use charts to represent some aspect of the issue under discussion in order to help focus student thought.

2. Students should try to place themselves in the position of someone directly affected by the issue under consideration. Ask them how their reactions might change if they were directly affected.

3. Or, some correlation could be drawn between the issue and similar developments in this country, such as:

   - the search for identity in an urban ghetto
   - the violence which resulted from forced busing in Boston
   - the poverty which exists in areas such as Appalachia
   - increased unemployment

4. The use of a cause and effect model can enhance student understanding of global interdependence. The following is an example of a model which can be drawn on the chalkboard. Many other factors can be included in creating this model. A series of such models might be constructed, then tied together to show the overlapping results of an increase in the price of crude oil. The interdependence of global actions can thus be visually observed and analyzed.


High Cost of Home Fuel and Gasoline
Foreign Crude Oil Prices Increase
Less Buying Power for People on Fixed Incomes
Need to Increase Income for These People
Increase not Sufficient to Meet Rising Costs
Higher Taxes to Pay for Increases in Benefits to People on Fixed Incomes
Less Buying of Nonessential Goods Including Foreign Products
Less Income for People Paying Higher Taxes
Less Income for Foreign Nations Including Smaller Purchases of Crude Oil
Oil Producing Nations Raise Price of Crude Oil to Increase Their Income

ACTIVITY 2

Objectives:

1. Students will survey and analyze their community for foreign-made products, foreign influence and involvement.

2. Students will compile the data gathered in the survey of the community into meaningful tables, graphs, and charts.

3. Students will develop maps showing the flow of people and products to and from their community.

4. Students will develop a definition of "interdependence."

Procedure:

This activity requires the students to look closely at their own community and the degree to which people and goods from other areas of the world are a part of that community. The activity can vary from a simple approach, such as the counting of foreign-made cars in the school parking lot and the number of foreign food restaurants listed in the yellow pages, or it can be extended to an in-depth study of the community. An in-depth study would involve the class going into the community over an extended period of time to study such factors as: monetary value of foreign trade; number of foreign-born in the community; number of foreign visitors yearly; number of applications for passports; bank loans to foreign sources; monetary value of church donations to foreign areas; location of ethnic neighborhoods. Several classes, as well as people outside of the school, might be involved in such an undertaking.

You may want to begin this activity with a sruvey of your school. Then, after initially involving the students in their own "world," proceed to a wider study of the community. The depth in which you survey is dependent upon the time you allot to the study, the needs of your students, and the availability of source material.

A Beginning:

Conduct a survey of any or all of the following facets of global interdependence in the school:

1. Number and home country of foreign exchange students attending school.

2. Number and native country of foreign-born students attending school.

3. Number and makes of foreign-made cars in the school parking lot.

4. Country of manufacture of equipment used in school.
   a. audiovisual equipment
   b. sports equipment
   c. science equipment
   d. industrial arts equipment
   e. home economics equipment
   f. secretarial equipment
   g. other items decided by the class

5. Conduct a survey of the number of people in school who have traveled abroad. List some of the reasons for their travel and the areas of the world involved.

6. Construct a survey to discover the extent to which foreign-made items are in the homes of students.

Analyze the data received from the surveys by having student groups organize the data into meaningful tables, graphs, and charts. Analyze the data through class discussions in the following terms:

1. How much interrelationship exists between the United States, other countries, and the students?

2. Who is involved in bringing about these exchanges of people and goods?

3. How dependent are the school and its students on foreign-made equipment?

4. How do such exchanges affect the lives of those involved?

The students can develop a map to show the transnational interactions that affect their school. To further illustrate this point, use outline maps of the world, having the students draw lines from the country of origin of a piece of equipment to

the port of entry into the United States to the school. The students should hypothesize about the meaning and effect of this interdependence in terms of jobs created, money flow, use of natural resources, benefits received by all involved, and any other concepts that would aid your class. Questions about the life style of the persons who work on these products in other countries, the shippers, haulers, and importers and exporters, can also be raised.

1. Have the students then write an individual meaning of "interdependence."

2. Divide the class into groups of five to eight students. Each group is to discuss their definitions and then come up with a group definition for "interdependence."

3. Have the class as a whole discuss each group's definition and then write an acceptable class definition for "interdependence."

At this point, the activity can be concluded, or you may wish to extend the study into the community. An undertaking of this nature will not only be valuable for the students in learning about the global interdependence of the community and the workings of the local community, but can also be a valuable service to the community. Indeed, organizations outside the school could be involved in this undertaking.

Allow ample time to develop the scope of the study, the gathering of data, the analysis of the data, and the debriefing of the study. The greater the number of people involved, the greater the depth of the study, the easier the data collection, and the more beneficial the study. The use of several classes and outside organizations can help accomplish this goal.

For an example of what one community did to study their interdependence, refer to the Columbus in the World/the World in Columbus material cited in the appendix.

ACTIVITY 3

Objectives:

1. Students will develop an audio and/or visual expression of global interdependence.

2. Students will critically analyze these expressions of global interdependence on the basis of teacher selected criteria.

3. Students will present their audio and/or visual expressions of global interdependence to a class of younger children or to adults.

Procedure:

Students, individually or as groups of not more than four, are to develop a visual and/or audio expression of global interdependence. This can be done as a catalog of poetry, songs, quotations, and/or pictures; a slide show; a slide-tape show; videotape; films; headlines; newsmagazine materials; charts; or whatever approach is deemed appropriate. The visual or audiovisual presentation might be sparked by a statement such as: "When I think of global interdependence I think of...."; or "To me the term global interdependence means...."

The expression should be critically analyzed by the class as a whole. This analysis should focus on whether or not the expression of global interdependence is/does:

1. truly global in expression.

2. communicates to others the meaning of global interdependence.

3. teacher selected criteria.

When the critical analysis has been completed, have the students present their expressions to an elementary class. The teacher should make the initial contact with the elementary school. Or the teacher may choose to approach a civic club or other adult group. But the students should make their own arrangements with the appropriate individual teacher or leader. The students should discuss with their teacher how they might structure their presentation.

ACTIVITY 4

Objectives:

1. In groups or in a class discussion, students will apply their knowledge of global problems to a variety of possible future social/political situations such as food shortages; changing climate; pollution; arms control; energy shortages.

2. In groups or in a class discussion, students will use the present global situation as a focal point to speculate about the possible global effects of a single development.

3. In groups or in a class discussion, students will present, defend, and in light of alternative opinions, evaluate their positions on a particular global future.

Procedure:

Over twenty years ago, Isaac Asimov wrote a story entitled "What If?". In it he explored what would happen if a slight change in circumstances had prevented two people from meeting at a particular moment in time.

We can use Asimov's question of "What If?" to help us evaluate the possible global consequences of political and social developments. The "What If's" below are designed to have students speculate about the positive and negative global effects of a single development. To do this, students will also need to anticipate the problems and needs of a future world. In this way, they will be encouraged to look at our present situation and actions in light of possible futures we may confront.

True, the effects of any decision inevitably bring about more changes than we can anticipate. Yet, by thinking in this manner we will less likely be surprised by the secondary and tertiary consequences which follow from a decision. For example, what would happen if the United States adopted an isolationist policy? Would millions of people throughout the world starve? Would our allies turn from us to the communist camp? Would some of our present allies, such as Israel, be taken over? Would our standard of living drastically change? How would the world economy be effected? Would other nations receive more oil? Would...?

In small discussion groups, or in a general class discussion, have students speculate about the possible global effects of one or more of the "What If's" below.

1. What if the United States grain production were suddenly cut in half?

2. What if all forms of private transportation were banned and only public transit systems were allowed?

3. What if all nations had to share their energy and food supplies?

4. What if the governments of ail nations banded together to pass a law that couples would be sterilized after their second child?

5. What if Arab oil exports tc Europe and Japan were stopped?

6. What if the world's population continues to grow at its present rate?

7. What if pollution kills off the majority of plankton and green plants in the coastal areas?

8. What if Communist China develops the same nuclear strike capabilities as the United States or the U.S.S.R.?

9. What if all pre-school children were required to attend day care centers run by the government?

10. What if people who were no longer economically productive (over 65 for example) were disposed of?

11. What if Arab countries were only to trade their oil for technological assistance (including the assistance in the area of nuclear development)?

12. What if people were forced to live in 100 story buildings in cities?

13. What if people were paid in food instead of money? ... were paid for their labor on a social utility scale? What if those who contributed most to society, regard-

less of their job, were to be paid the most? ...a farmer in Slahel, Africa were to receive the same as a farmer in the United States?

14. What if we allow countries to pollute the land, air, and water in order to acquire more energy at a cheaper cost?

15. What if pollution along the Japanese coast cuts fish production (their main source of food) by 50%?

16. What if waste from an atomic reactor in a small town in Belgium were to contaminate an area of 300 square miles?

17. What if, by the year 2000, all people were located in cities of 100 story buildings?

18. What if each state or city had its own foreign policies?

INTRODUCTION TO ACTIVITIES 5 AND 6

Problems such as population, food and energy shortages, or water pollution respect no state or national boundary. Their effects are multiple and global in scope. For example, oil shortages in one area affect fertilizer production in another, which in turn affects food production in still a third area. Or, an oil spill off the coast of one country may have dramatic effects upon marine life along the coast of another. If seafood constitutes a major aspect of this second country's diet, the possible problems which might result are numerous.

In this section, you will find a series of activities which focus on global environmental problems. In most, students are actively involved in the classroom learning experience. One note of caution, however, should be expressed. Global problems are extremely complex. By their nature, they defy simple solutions. It is therefore necessary, when dealing with them, to encourage students to speculate about alternative possibilities rather than concrete answers. Some of these alternatives might prove better than others. Some might, with time, change in significance. The essence of global education is to create an atmosphere where students can deal with problems from a national perspective, yet be able to utilize a global focus to analyze the impact of these problems on the world community. In order to achieve this goal, much responsibility lies with the teacher. He/she must be conscious of the direction of each activity. As both teacher and students become more globally aware, the generation of desired global outcomes will more easily result.

ACTIVITY 5

Objectives:

1. In groups, students will analyze various charts, graphs, and maps in order to develop a set of generalizations on the population problem.

2. In groups, students will hypothesize about the possible effects of population on the world's developed and underdeveloped nations.

3. Students will use the information gathered in their groups to aid them in a class discussion of the population problem.

Procedure:

The activity below has two main parts. The first part is designed to have groups of students use various forms of data to systematically inquire into the nature of the population problem. After developing a general idea of the global population problem, students will enter into the second part of the activity--a class discussion. Here they will discuss the problem further. During this part of the activity, an attempt should be made to:

1. Discuss the possible effects of overpopulation on the world's developed and underdeveloped countries.

2. Discuss the relationship between population and other global problems (food, energy, pollution).

3. Have students realize that they are affected directly or indirectly by the population problem.

Activity:

The following is a suggested procedure for carrying out this activity in the classroom:

1. Using a predetermined method, divide students into groups of three.

2. Distribute the student packet for Activity 5 to each group. At this point, briefly discuss what the terms "underdeveloped countries" and "developed countries" mean.

3. Allow the remainder of the period for students to work on the activity. You should make yourself available during this activity to answer student questions, or to help clarify information about the data provided. However, students should be encouraged to arrive at their own "conclusions."

4. When students have completed Part I of the activity, a class discussion should be held. The questions listed under "b." can serve as a guide to this discussion. However, the teacher should feel free to add questions or alter these in order to meet the objectives of the activity.

   a. In Part I of this activity, students saw that future population growth would occur more rapidly in the world's underdeveloped areas. They might hypothesize why that would be true. Religious, economic, and social reasons might be considered.

   b. Is there a population problem today? If so, why? What kind of issues are involved? Is it more of a problem in some areas of the world than in others? To help deal with these general questions, the teacher might employ a strategy similar to that used in Activity 1. Ask students to generate a global "cause and effect model" which results from the population problem. This question might be applied specifically to the United States and where a population problem, if any, exists in the United States.

   c. Students might generate a list of alternatives which could be used to respond to the population problem. The emphasis here should be that the problem is extremely complex, and that many variables limit the development of simple or even logical solutions to the problem. Students might be encouraged to debate such points as government restrictions on family size, family planning, etc.

STUDENT HANDOUT FOR ACTIVITY 5

Many feel that the most important global problem we face is that of over-population. It is felt that many of today's other global difficulties are a direct result of it. Population is a situation which affects both developed and underdeveloped countries. As nations grow increasingly interdependent, anything which affects one will, to some degree, affect another. The problems of the developed nations, such as the United States, are not the same as those faced by the world's underdeveloped nations. There are those who feel the developed countries of the world must use their power to promote effective global action on population control.

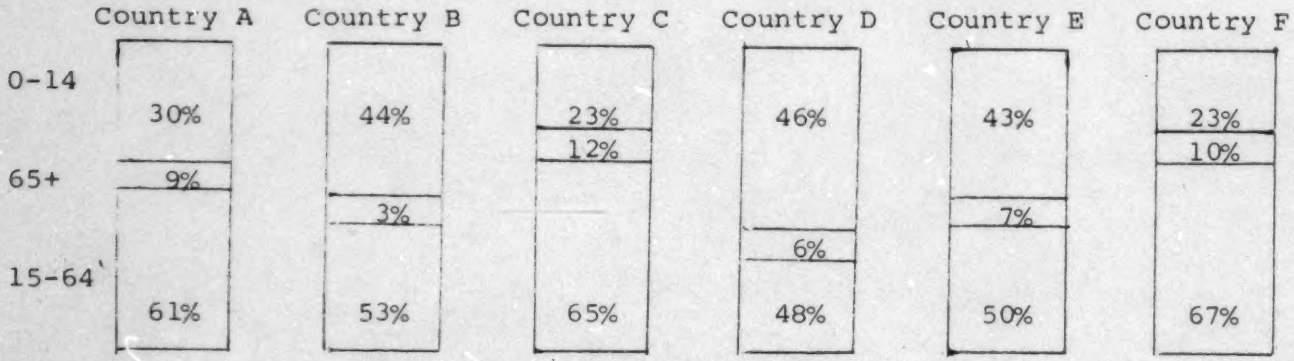
In 1968, Dr. Paul Ehrlich published a book entitled The Population Bomb. In it, he discussed the consequences of over-population. As he saw it, one of the main problems we confront is that the underdeveloped countries of the world face an inevitable population/food crisis. "Each year food production in these underdeveloped countries falls a bit farther behind their burgeoning population growth, a people go to bed a little bit hungrier. While there are temporary or local reversals to this trend, it now seems inevitable that it will continue to its logical conclusion, mass starvation. The rich are going to get richer, but the more numerous poor are going to get poorer. Of these poor, 3½ million will starve to death this year, mostly children. But, this is a mere handful compared to the numbers that will be starving in the next decade or so."

Whether Dr. Ehrlich's projection is true or not is difficult to say. Present developments indicate that much of what he says might become reality. One thing is certain. The world today is facing a population dilemma, and we, as passengers on spaceship earth, are affected in a number of ways, of which a global food shortage is just one.

The following activity is designed to introduce you to our global population situation. The maps, charts, graphs, and projections provided will help you gain a better picture of the various aspects of the situation. Much of the information you gain here can be used in the discussion that follows, as well as in subsequent lessons.

STUDENT HANDOUT

The following population profile graphs have been subdivided into three categories by age: 0-14 years; 15-64 years; and over 65. In your groups, look over these graphs and consider the questions below.



1. Look at the various age groups represented by the graphs. What are benefits and drawbacks in having a high percentage of population in a specific age group?

   For example, you might consider the problems Country B might have because of its population distribution that Country C would not have, and vice versa.

2. Some of the graphs above represent the age distribution of populations of developed countries and other represent the age distribution of populations of underdeveloped countries. Chart #1 explains some demographic (population) trends. This can be used as a reference for the following activity. On the list below, check whether you feel each graph is representative of a developed country (DC) or an underdeveloped country (UDC). Then, in the space provided, briefly explain why your group decided as it did.

Country	DC	UDC	Reasons for classification
A	____	____	_____
B	____	____	_____
C	____	____	_____

STUDENT HANDOUT

Country	DC	UDC	Reasons for classification
D	____	____	_____
E	____	____	_____
F	____	____	_____

CHART #1

The following are demographic (population) trends:

1. There is a decline in the death rate of countries undergoing industrialization.
2. There is a decline in the birth rate following industrialization.
3. There was a decline in the death rate accompanied by the presence of a large birth rate in underdeveloped countries following World War II.
4. Developed nations usually have a higher percentage of people in the "economically unproductive" age group of over 65 years.

3. In your own words, using the chart above as a reference, discuss what population trends exist in the world's developed and underdeveloped countries.

4. Do you feel the population problem is more cricital in developed or underdeveloped countries? Why?

STUDENT HANDOUT

In the four questions above, you have scratched the surface of the population problem. You saw that underdeveloped nations, because of a high birth rate and a decline in their death rate, have generally experienced a major population increase since World War II. Their future does not look better, for much of their population lies in the "unproductive" 0-14 age group. When this group reaches child-bearing age, the population of these nations will expand further, causing adjustment both nationally and globally.

The next three pages contain a map, graph, and world population projection. You should use this information to help you answer questions 5 through 7.

5. From the information found on the map, graph, and population projection sheet, where will most of the world's future population growth occur? Are these areas more developed or underdeveloped?

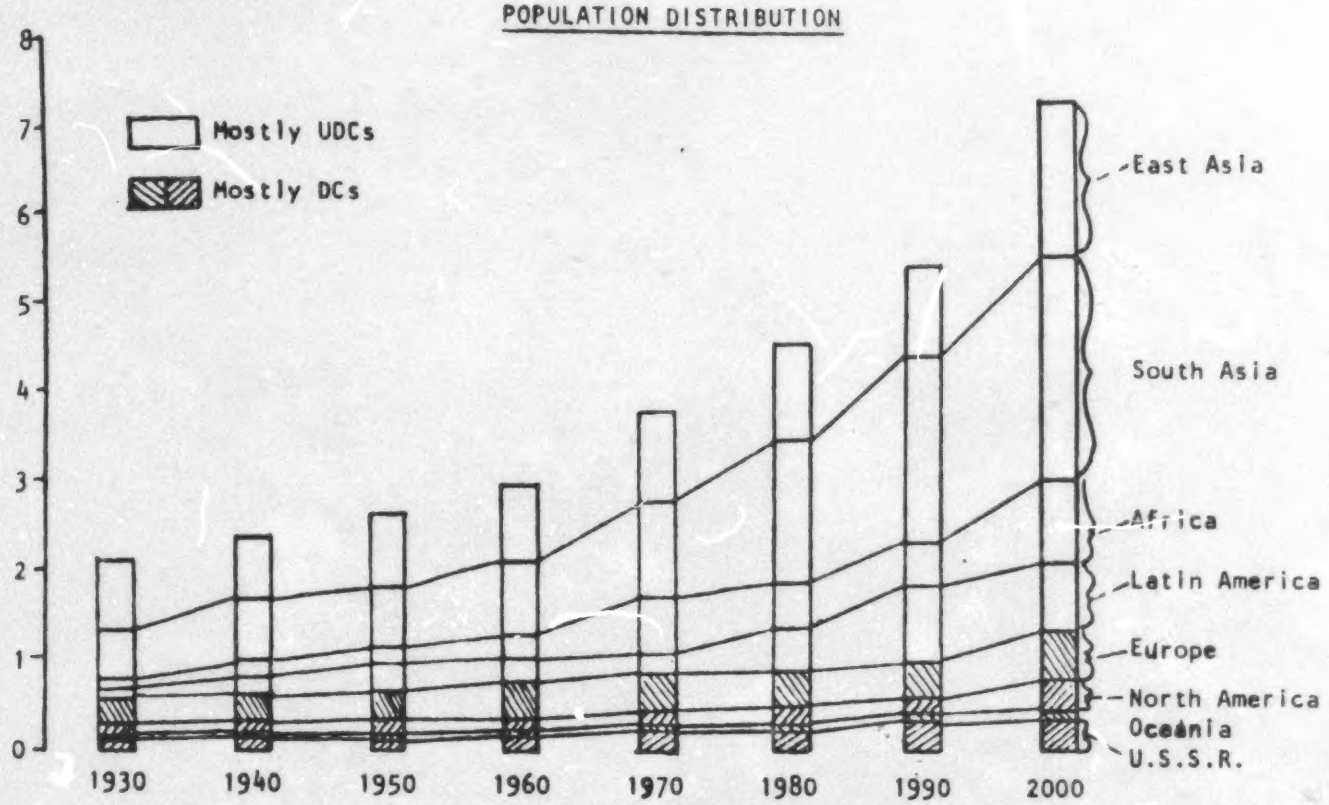
6. What kind of population problem, if any, will the world's developed nations face in the future? Discuss your answer fully.

7. What effect do you feel the world's future population growth, as outlined on the population projection sheet, will have on the world's developed and underdeveloped nations? Which do you feel will be affected more? Why?

STUDENT HANDOUT

billions of people

POPULATION DISTRIBUTION



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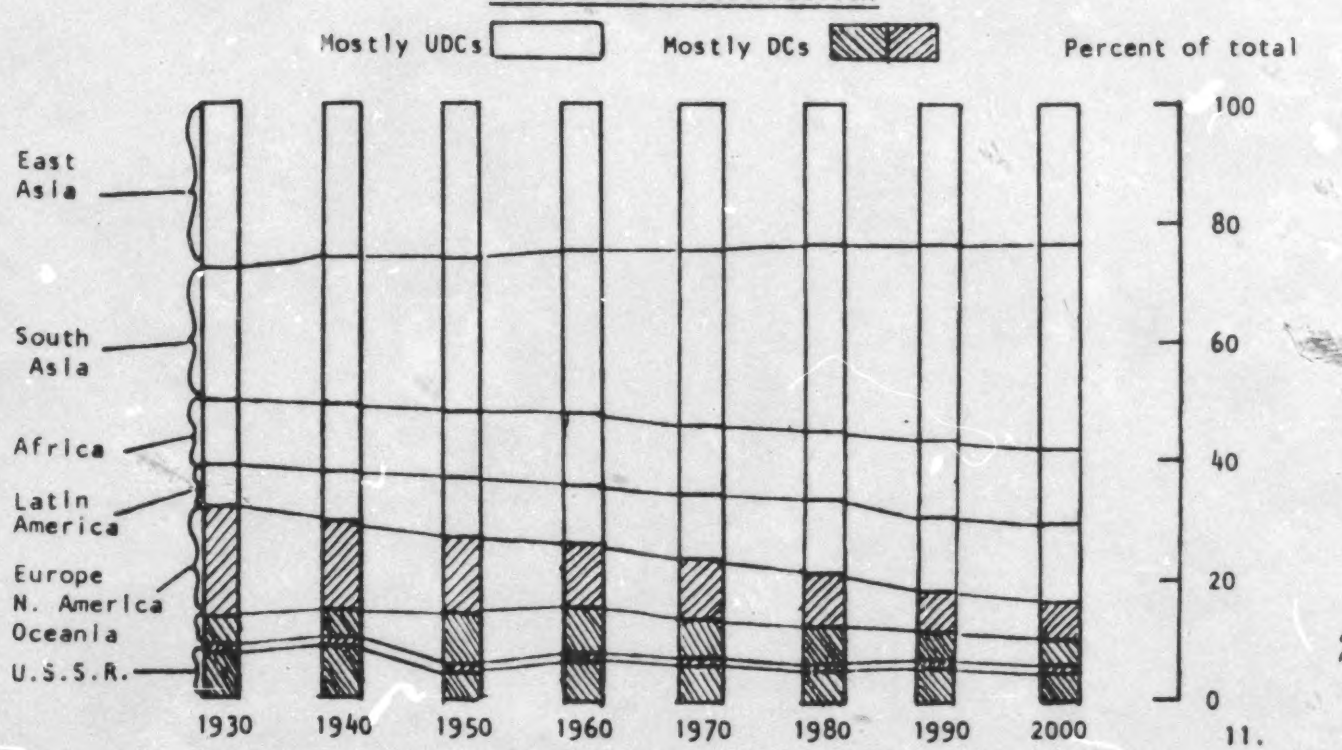
PERCENTAGE OF DISTRIBUTION



11.

MAP #1

North America
Latin America
Europe
Africa
U.S.S.R.
Asia
Mostly Developed
Mostly Underdeveloped
Mostly Uninhabited

STUDENT HANDOUT

You have now completed the introductory part of this activity. You should have developed some general notion about what the population situation is and how it affects various world nations. You will now participate in a class discussion in which you will look at the global aspects of population in greater detail.

ACTIVITY 6

Objectives:

1. The students will research and establish from that research the goals and position of a specific nation on the equitable distribution of food.

2. The students will, in a role play, present, defend, and alter as necessary that position as a result of interaction between student groups acting as specific nations.

3. The students will, acting as specific nations, adopt a statement on the equitable distribution of food.

4. The students will compare and contrast their statements with the Declaration of Food and Population.

Procedure:

Divide the students into six groups. Each group will represent one of the following nations: Canada; Columbia; Egypt; India; Japan; and Niger. The groups can either be assigned by the teacher, or students may select which nation they wish to represent.

Each group will select a chief delegate and an assistant delegate to represent their nation at the Conference on Worldwide Equitable Distribution of Food to be held in Geneva. The remaining members of the group will act as researchers as well as take part in the ratification of the statement on food distribution.

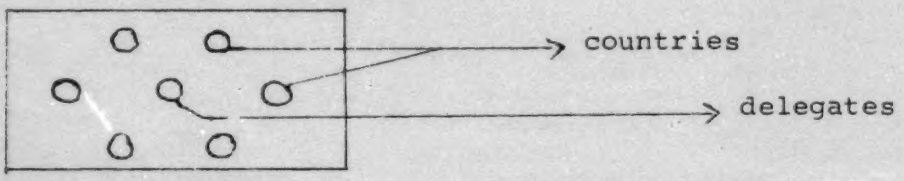
The following is the suggested schedule for the role play. As the times are only suggestions, adapt them to fit your schedule while providing adequate time to achieve the objectives of the role play.

Periods 1 -- Organize the groups through a preselected method. Explain the role play and what each group is to achieve. Allow the remainder of the period for the groups to select chief and assistant delegates to establish what each member of the group will do during the research time in the library. NOTE: It would be beneficial for the teacher to provide data on the individual countries: population, form of government, chief exports and imports, etc. Some time should be set aside for planning group strategy.

Periods 1 or 2 -- Take the class to the library to research additional data about the nation they represent. They will establish their nation's position on the equitable distribution of food from this data. (Teacher: Confirm with the librarian that data is available on the suggested countries. If data is not available, select a new country that approximates the suggested country. DO NOT select the United States, the Soviet Union, or Red China.)

Periods 1 -- Each country is to establish its goal and then write a position paper stating the initial position it will take at the conference. (Copies of each country's position paper are to be distributed to the other countries.) The members of each group will instruct their chief delegate as to the actions he/she is to take at the conference. The chief delegate should prepare a two minute opening statement for the beginning of the conference.

Periods ? -- Conference begins. (If possible, arrange the room so that the delegates are in the center of the room with their fellow countrymen/women behind them.)



Conference opening schedule:

- 5 minutes to elect a conference chairperson
- 2-minute opening statements by the nations in alphabetical order
- 15 minutes of interaction between chief delegates as to the problem and its solution
- 10 minutes to consult with countrymen/women as to next position the country should take.
- 10 minutes for the delegates to introduce motions to consider alternative statements on the question.

END OF FIRST SESSION

Continue the conference alternating debate by the delegates with strategy sessions with their countrymen/women. It may be beneficial to allow the delegates to establish their rules for the conference. For example, the delegate may wi h to establish minimum or maximum time limits for debate. Procedures should be established as to how and when delegates can return to their countrymen/women for advice. The role play continues in this manner until the delegates agree on a statement on the World-wide Equitable Distribution of Food.

After the role play has been in progress two or three days, a feeling of urgency may be placed on the delegates by issuing the following news bulletins: 1) UPI in N.Y., and Tass in Moscow announced a bumper harvest of grain was recorded this year by the United States and the Soviet Union; 2) the AP confirmed that a series of hailstorms followed by flooding have destroyed two-thirds of this year's grain crop as announced yesterday by the U.S. Department of Agriculture; 3) The BBC reported that riots are occurring in several cities throughout the world. Authorities in Bogota, New Delhi, and Singapore all agree that lack of food was the major factor for the unrest; 4) Other announcements that may be valuable in the role play.

Periods 1 -- After the completion of the role play, compare the statement agreed upon by the class with that of the Declaration on Food and Population. (This Declaration was signed by some 1000 prominent citizens from nearly 100 nations. The Declaration on Food and Population as well as data on food production and its relationship to weather and oil, are included.) Students can also compare their position with the actual outcomes of the recent World Food Conference. These proceedings were reported in the popular news magazines. The teacher will also find a wealth of useful information in the November-December '74 issue of Social Education, from which the following excerpt is taken.

ACTIVITY 7

Objectives:

It is often difficult to make percentages or numerical representations "real" for students. The activity below suggests a method to deal with such statistics in the classroom. The activity's goal is to demonstrate to students the statistic that seven pounds of grain are needed to produce one pound of beef.

Procedure:

Pass out a package of crackers to each student in the class. As you are doing this, ask how many would rather have a piece of meat (beef). Have them raise their hands if they would rather have beef. Count the number of students who would rather have beef.

1. If the number who want beef is greater than one-seventh of the class (4 of 28, 5 of 35, etc.):

   a. Collect all the crackers that were distributed.

   b. Next, distribute pieces of beef to the first 4, 5, or 6 students (whichever number represents one-seventh of the class) requesting it.

   c. At this point, some students might inquire why only certain individuals received beef. Others might be concerned as to why they had to give up their crackers and are now left with nothing.

   d. At this time, the teacher can have students speculate why the above occurred. After some discussion, it might be related to them (if necessary) that if they were eating grain (crackers) the entire class could have been fed. But, some of the class members wanted beef. Therefore, in order to have beef, others had to give up their grain. In order for some to have beef, others cannot eat.

2. If less than one-seventh of the class wants beef:

   a. For each person who wants beef, take packages of crackers

away from seven students. For example, if two students want beef, take the crakers away from the nearest fourteen students.

b. Students might make inquiries similar to those in c. above. The teacher should follow a strategy similar to the one outlined in d. above.

This discussion can be furthered by telling students that twenty years ago the average American ate 50 pounds of beef annually. This year he will eat 120 pounds--almost 2½ times as much. From this you might then discuss:

-- Whether they feel it is right for people in this country to consume such large quantities of beef while others are starving. (Consider UDC's as well as impoverished areas of this country.)

-- What can we and other developed nations do? Should we just give grain to these poeple? Should we give them beef?

-- What benefits would we receive if we gave away our grain? Why should we reduce our beef consumption? (Should a person concerned about global problems consider these types of questions?)

While it is true that it takes seven pounds of grain to produce a pound of beef, it does not necessarily follow that all the gains in weight that a steer makes are the result of being fed grain. The beef growers associations are responding to criticisms that Americans eat too much beef by saying that the bulk of a steer's weight comes from grazing on pasture land which is too dry to produce grain, and that not to raise cattle on such land means that it simply will go to waste. If the teacher elects to invest time in analyzing this argument, the students could interview farmers in their region who raise beef cattle. Some suggested questions which might be asked are:

1. Do you raise most of your beef cattle from calves or do you buy feeder steers and fatten them for market?

2. What do you feed the steers you raise (or fatten)?

3. How do you feel about grass-fed rather than grain-fed beef, i.e., do you think Americans would learn to like the former?

4. If Americans were to reduce their meat consumption by 50% what would you do with the grain, pasture, and other resources which you now devote to the production of meat?

5. Is the land which you now devote to pasture capable of growing grains such as wheat, corn, or soybeans?

6. As a farmer, how do you feel about the contention that Americans ought to produce less meat for consumption in the developed nations and in its place produce grain for the people of the less developed nations? As long as you could be assured of a ready market for your products do you care whether you raise meat animals or grain?

The above discussion would prove to be a useful vehicle for a student presentation of their values on this particular issue. At different points throughout the year, such discussions could be held to determine their "global ethic" development.

Additional statistical representations which could be used are:

1. In underdeveloped countries, 25 to 30 percent of the children die before the age of four.

2. In rural India, 80% of the preschool children suffer from "dwarfism" or stunted growth.

3. Asia, without the U.S.S.R., contains over one-half of the world's population. This percentage will continue to grow in the future.

4. Annually, the United States, which has 6% of the world's population, consumes 34% of the world's energy.

5. The threat of severe malnutrition or even starvation faces 400 to 500 million children in the world's poorer countries. Presently, that represents about one-tenth to one-eighth of the world's population.

ACTIVITY 8

In the following activity, students are presented with various questions followed by a list of three or four alternative choices which they must rank order. They are required to rank order these alternatives according to their own value preference. By doing this, students will gain practice in choosing from alternatives and in publicly affirming, explaining or defending their choices.

Rank orders serve several purposes. First, they may be used as lead-ins to create interest and generate discussion. They might be used at the midpoint of a unit or activity as a summary or to stimulate the lesson. Third, they might be used as a concluding activity. Finally, rank orders demonstrate to students that many issues require more thoughtful consideration than is often given.

Objectives:

1. The student will rank order, according to his/her value preference, various alternatives to a given question.

2. In a class discussion or in a small discussion group, the student should be able to affirm, explain, or defend his/her rank order.

Procedure:

First, present students with a question and three or four alternatives for responding to it. Ask them to rank order these responses according to their own value preference.

After students have completed each question (or after they have completed all the questions given) you should ask five or ten of the students to present their rankings to the class. (A student can, if he chooses, "pass" this part of the activity.) You may also wish to present your ranking for each question. A class discussion can follow in which all students are given the opportunity to present their rank orders and explain the various reasons for their choices. (This can also be done in groups.)

Which of the following global problems is most important?

-- food shortage
-- energy shortage
-- air pollution (or water pollution)
-- population increase

If you could eliminate a global problem in the next ten years, what would it be?

-- food shortage
-- air pollution (or water pollution)
-- energy shortage
-- population increase

Where would you most like to live?

-- India
-- Nigeria
-- Honduras
-- China

What do you feel the United States policy should be toward the world's underdeveloped countries?

-- Let them make it on their own
-- Help them by giving or selling them grain
-- Help them by giving or selling them technical assistance
-- Help them only if they agree to some form of population control

What should our country's goals be for the 1970's?

-- Become energy self-sufficient
-- Achieve zero population growth
-- Help other world nations modernize
-- Help feed the 400 to 500 million children suffering from malnutrition by giving large amounts of grain to needy countries
-- Do everything we can to help promote global peace

Which of the following exerts the greatest single threat to world peace?

-- The Mideast situation

-- The shortage of oil and natural gas
-- Mass starvation
-- The proliferation of nuclear weapons

If you lived in an underdeveloped country, which would you rather do?

-- Work as a salesperson at an outdoor market in a crowded city
-- Work at a hospital in a crowded city
-- Work as a hand-laborer on a farm you did not own
-- Work as a school teacher in a rural village

In a developed country, which would you rather do?

-- Work as a salesperson in a retail chain store
-- Work at a hospital in a crowded city
-- Work as a laborer on a farm you did not own
-- Work as a school teacher in an inner city neighborhood
-- Become a social worker in a poverty stricken area

Which is most important to you?

-- National security
-- The development of "cheap" forms of energy
-- A new type of hybrid seed which would increase grain production 10%
-- The complete destruction of nuclear weapons

It should be pointed out that any one of the topics presented in the rank order might be pursued in a class discussion. It is important that the teacher remember that not all opinions are of equal "worth." For example, the student who claims that the energy shortage does not constitute an area of concern because there is no shortage, and gives as his/her source parents who believe that the recent shortage was simply manipulation by the oil countries has less valid support for his/her position that a student holding the same belief but giving as his/her grounds a report published by the Federal Energy Administration. In other words, the primary goal of these activities is to get students to surface and test the bases for their beliefs rather than simply finding out how many students prefer which alternatives. A more complete description of this process can be found in the following works, among others: Ehman, Mehlinger and Patrick, Toward Effective Instruc-

tion in Secondary Social Studies (Houghton Mifflin, 1974) pp. 256-295; Hunt and Metcalf, Teaching High School Social Studies (Harper and Row, 1968) pp. 120-144; Massialas and Cox, Inquiry in Social Studies (Little, Brown and Co., 1970) entire volume.

THE FOLLOWING ARE SOME SUGGESTED ACTIVITIES WHICH YOU CAN DEVELOP YOURSELF:

1. Global Issues Debate:

Using a variety of resources, (newspapers, magazines, books, news broadcasts, etc.) groups of six to eight students should gather information on some global issue which they will debate in class.

Procedure:

1. The groups should decide upon the issue they will debate (see suggestions below, under 6.).

2. Two teams should be formed with each team taking an opposing stance on the issue.

3. Three to four class periods should be allowed for teams to plan their strategy and research the issue. Any graphs, charts, or pictorial representations which could be brought in would greatly aid the efforts of a particular team.

4. Each team should be assigned a class period or part of a class period for their presentation. The debate will be presented before the entire class. During the debate, time should be allowed for student questions from the class.

5. If desired, a panel of judges can be chosen from the class to help evaluate the debates and student participation on each team. The judges should be supplied with one or two background articles prior to the debate to familiarize them with the issue in question. A predesigned instrument should also be distributed to them to aid and standardize evaluation. The degree to which these student judges' evaluations are taken into consideration should be determined by the teacher.

6. Students can be evaluated on both their participation in the debate and their research.

Some possible topics for debate are:

-- Should the United States withdraw from the United Nations?
-- What should be the United States' (or Europe's) policy

toward O.P.E.C.?
-- Should there be mandatory population control in all nations?
-- Is there a need to limit the spread of nuclear knowledge and technology (the ability to develop nuclear reactors, etc.)?
-- Should the United States use force if the oil producing nations impose another oil embargo?

At the conclusion of each debate, the teacher should discuss the issue in class. The various positions which exist on that issue should be identified. The teacher should make certain that the probable consequences of various alternative actions are discussed. In other words, students should be pushed to justify their preferences, i.e., "I prefer alternative X because I believe it leads to consequence Y." For an excellent description of how to manage such discussions, see Chapter 6, "Value Analysis and Value Clarification" and Chapter 15, "Problematic Areas of Culture: Nationalism, Patriotism, and Foreign Affairs" in Hunt and Metcalf, Teaching High School Social Studies, 2nd ed., (Harper and Row, 1968). Some time, possibly at the conclusion of all debates, should be devoted to a discussion of the differences in reporting which exist between various magazines, newspapers, and/or news broadcasts. Students might be asked where they received the most objective accounts of an issue, they might discuss which source they felt was most reliable and why.

2. Today and Tomorrow:

We all have some perception of the world as it is now, the way it will be in the future, and the type of world in which we would want to live. The purpose of this assignment is to allow students to present their perceptions of the world they live in today, what they feel it will be like in the year 1990, and the type of world they would like to live in at that future point in time. This three-faceted presentation can take the form of a collage, tape, song, poem, another such "art form," or a combination of a variety of these forms.

It might be beneficial for students to write a short paper in which they explain what they were trying to convey in their "art work." This paper can be turned in with the project.

Students might also form groups in which they discuss their projects, what each is trying to represent, and their different

views on the world they would like to live in. This can also be done between individual students and their teacher.

3. International Organizations:

Individually or in groups, students might study some international organization, such as O.P.E.C., ITT, Shell Oil, NATO, the European Economic Community, UNESCO, UNICEF, World Health Organization, etc. They should concern themselves with:

- -- The group's interests and goals
- -- Areas in which that group exerts influence
- -- Ways in which that group affects the world, the U.S., and the students' community today
- -- Ways in which that group has affected the world, the U.S., and the students' community in the last five years (give specific examples)
- -- Whether or not these organizations have been effective in achieving their goals in recent years
- -- Whether or not the goals and actions of the various organizations are desirable; Whether or not their goals and actions help promote global security; environmental quality; solutions to world problems such as poverty or population, etc.

A discussion of student findings on the various organizations could be held at the conclusion of their research.

4. The Media and International Events:*

By using the following instrument, students might research the attention given to international events or issues by the media. Students would use this instrument for a specific amount of time, e.g., one week, two weeks, etc.

*For an excellent discussion of the relationship between the media and global issues, see Robert G. Hanvey, An Attainable Global Perspective, Center for War/Peace Studies, New York, 1975.

Student's Name _____

Media (e.g., CBS evening news; local morning newspaper; Time magazine) _____

Date	% of time or space devoted to global events	% of time or space devoted to national events	% of time or space devoted to local events

In reporting global events, what percentage of time or space was:

Date	related to conflict	related to economics	related to the environment	related to energy problems	related to political relations

Students might then speculate why amounts of time or space were allocated as they were. They might compare the different media for global emphasis.

If changes in the amount of time allocated to international events or issues were experienced, students should attempt to determine why. They should then discuss:

-- What effect the time devoted to global issues has on creating a global awareness
-- What kind of view of the world do we get from the media?

-- Whether the time spent on global issues or events was less five years ago. Why?

-- Whether they feel the time spent on global issues or events will be greater in the future. Why?

-- If they were program directors or editors, would they give more time or space to global issues or events? Why?